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ABSTRACT

Designed to assist Alberta (Canada) school authorities in preparing applications for special education funding, this handbook describes the types of special education funding available, how to apply for special education funding, and how applications for special education funding are monitored. An introduction explains that school boards and schools are expected to use a portion of the Basic Instruction Funding, plus any additional funding received for students with special needs, to establish appropriate programs and services for all students with special needs. The report then provides: (1) a chart of the types of special education funding available; (2) a summary chart of special education funding with descriptions of how the funding is provided, including eligibility and funding amounts; (3) the procedures for obtaining and processing different types of funding (including basic instruction funding, severe disabilities funding, institutional funding, regional assessment services, early childhood services, basic instruction and severe disabilities funding for private schools, and resident students of the government in private schools); (4) definitions of students with special needs; (5) funding program codes and student codes; and (6) the funding rate schedule for the 1996-97 school year. (CR)

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1996-97

SPECIAL EDUCATION FUNDING:

A Handbook of Procedures and Definitions

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This document is intended for:

Students	
Teachers	✓
Administrators	✓
Parents	
General Public	
Others	

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Table of Contents

Purposes of Handbook 1

Introduction 1

I. Funding of Special Education in Alberta: an Overview 2

II. Summary Chart of Special Education Funding, Descriptions and Funding Amounts 3

III. Procedures and Processing of Funding 7

A. Procedures for School Jurisdictions 7

B. Processing of Funding 8
- Basic Instruction Funding 8
- Severe Disabilities Funding 8
- Institutional Funding 10
- Regional Assessment Services 10
- Early Childhood Services - Basic Instruction 12
- Early Childhood Services - Mildly or Moderately Disabled 12
- Early Childhood Services - Program Unit Funding 12
- Basic Instruction Funding for Private Schools 13
- Severe Disabilities Funding for Private Schools 13
- Resident Students of the Government in Private Schools 14

IV. Definitions of Students with Special Needs 15
Early Childhood Services (ECS) - Grade 12 Special Education 17

V. EIE Coding Instructions for Special Education Funding 25

VI. Funding Rate Schedule: 1996-97 School Year 27

Purposes of Handbook

The purpose of this handbook is:

- to describe the types of special education funding available
- to assist school authorities in preparing applications for special education funding
- to provide information about monitoring applications for special education funding.

Introduction

The *School Act* (s. 28.1) requires that school boards provide each resident student with an education program. Section 29 (2) entitles students with special needs access to special education programs. School boards must assess students and identify programs for them.

School boards are responsible for meeting the special education needs of their resident students. Basic Instruction Funding includes special education funding for students with mild/moderate disabilities, and those who are gifted and talented. School boards and schools are expected to use a portion of the Basic Instruction Funding, plus any additional funding received for students with special needs, to provide appropriate programs and services for all students with special needs.

Additional funding of $8,910 is allocated to school authorities for each student with severe disabilities who meets the criteria of the Severe Disabilities Funding and who is provided an education program in accordance with an Individualized Program Plan. School authorities will need to make decisions regarding the allocation of funds and will be held accountable for providing and reporting the results of special education programs.

It should be noted that a school authority's eligibility for funding is a separate concept from a student's eligibility for a program. The funding for severe disabilities is a method of distributing funds to school systems and should not be directly equated to costs for individual students. Costs for student's programs vary depending on the needs of the students. Costs may be above or below the total funding available.

Please contact the Special Education Branch at (403) 422-6326 with any questions on this handbook or on funding for special education.

I. Funding of Special Education in Alberta: an Overview

Funding is available to school jurisdictions, Early Childhood Services (ECS) operators and funded private schools. The following chart displays the types of special education funding available.

Special Education Funding for 1996-97

Funding	Rate
Early Childhood Services (ECS)	
Basic Instruction	$1,182 per child
Mildly or Moderately Disabled	$1,360 per child
Program Unit Funding (Severely Disabled)	up to $19,000/unit
Transportation-Special Needs	$8.65 per round trip
Public Schools	
INSTRUCTION BLOCK	
Basic Instruction	$3,686 per FTE student
Severe Disabilities	$8,910 per eligible funded student
Institutional Funding	per approved contract
Regional Assessment Services	per approved contract
SUPPORT BLOCK	
Transportation	
Special (For Students With Disabilities)	$1,710 per funded student *
Weekend	$2,782 per funded student
Boarding	$2,500 per funded student
Private Schools	
Basic Instruction	$1,815 per funded student
Basic Instruction (Special Education Schools)	$2,493 per funded student
Severe Disabilities (All Private Schools)	$8,910 per funded eligible student
Resident Students of the Government **	Net cost of the education program

* Funded students are defined in the *Funding for School Authorities Manual.*

** The Director of the Special Education Branch must approve the placement of resident students of the Government before funding is received.

II. Summary Chart of Special Education Funding, Descriptions and Funding Amounts

Funding	Description	Funding Amount for 1996-97
Early Childhood Services • Basic Instruction	Funding for ECS provides children with a basic ECS program that will help prepare them for entry into Grade 1 and provide a foundation for later success.	$1,182 per child
• Mildly or Moderately Disabled	Funding for children with mild or moderate disabilities may be paid to an ECS operator to a maximum of 10 per cent of the operator's total ECS eligible enrollment. Funding is available on behalf of children with mild/moderate disabilities from the age of 3 1/2 to 6 years.	$1,360 per child per year
• Program Unit Funding (Severely Disabled)	Funding for children with severe disabilities enables ECS operators to provide individual programs that meet the educational requirements of children with disabilities. This funding is available on behalf of children with severe disabilities from the age of 2 1/2 to 6 years.	$19,000/1 unit $22,800/ 2 units $26,600/3 units $30,410/4 units $34,200/5 units $37,970/6 units $37,970 + $6,330 for each additional child for 7 or more units
• Transportation - Special Needs	Funding for special needs transportation enables ECS operators to transport a child with special needs to and from an ECS program and/or transport a teacher, a child development specialist, or a teacher assistant to the home of a child enrolled in an in-home program.	$8.65 per round trip

Funding	Description	Funding Amount for 1996-97
Public Schools • Basic Instruction	Provides for the cost of basic educational programs and services including: core programs, complementary programs and special education programs for students who have mild/moderate disabilities and for students who are gifted and talented.	$3,686 per fulltime equivalent student Includes funding for students with mild/ moderate disabilities.
• Senior High School - Basic Instruction for Students with Special Needs	For full-time students with special needs who are 15 years of age or older on September 1 and classified as senior high students with special needs, funding is provided at the rate of 35 credits per student ($3,686).	$3,686 per fulltime equivalent student
• Severe Disabilities	Provided to school boards and private schools for each student with a severe disability who meets the criteria and who is provided a program in accordance with an Individualized Program Plan.	$8,910 for each student with a severe disability who meets the criteria
• Institutional Funding	Paid where the board provides educational programs to students in institutions approved by Alberta Education.	Paid per approved contract

A school jurisdiction that directs or otherwise agrees to send funded students to a designated special education private school serving only students with moderate and/or severe disabilities, is eligible to claim these students as funded students provided that the school jurisdiction pays to the designated special education private school:

a. all program costs for students who are directed; or
b. an amount mutually agreed upon by the school jurisdiction and the designated special education private school for students that the school jurisdiction agrees to send.

Funding	Description	Funding Amount for 1996-97
• Regional Assessment Services	Assessment and consultation services for students who are sensory impaired multi-handicapped are provided by designated school boards through a contractual arrangement with Alberta Education.	Paid per approved contract
• Transportation - Special (For Students with Disabilities)	Funding for special transportation provides for the efficient transportation of students who cannot be accommodated by regular transportation because of their disabilities.	$1,710 per funded student
- Special Education Weekend	Weekend transportation may be paid to school jurisdictions when funded students with disabilities are transported on weekends between their permanent residences and their boarding places by their parents and are attending the school of a school jurisdiction or a funded private school.	$2,782 per funded student
• Boarding	Funding is provided to school jurisdictions to assist students who live away from home in order to access appropriate educational programs.	$2,500 per funded student

Funding	Description	Funding Amount for 1996-97
Private Schools		
• Basic Instruction	Provides support for basic instruction, specific programs and special education programs for private schools.	$1,815 per funded student
• Basic Instruction (Special Education Schools)*	Provides support for basic instruction, specific programs and special education programs for private schools providing only special education programs. To be eligible for this funding, the private school must be approved by Alberta Education as a designated special education private school.	$2,493 per funded student
• Severe Disabilities (All Private Schools)	Provided to private schools for each student with a severe disability who meets the criteria and is provided a program in accordance with an Individualized Program Plan. Private schools do not claim students who are claimed and funded by a school jurisdiction.	$8,910 for each student with a severe disability who meets the criteria
• Resident Students of the Government	Resident students of the Government directed by Alberta Education are funded on the basis of agreed upon program costs.	Net cost of the education program

* See page 13 for list of special education private schools.

III. Procedures and Processing of Funding

A. PROCEDURES FOR SCHOOL JURISDICTIONS

The following matrix summarizes special education funding, the procedure for submitting registration information and claims, and significant count and submission dates.

Funding	Procedure*	Count/ Submission Dates**
• Basic Instruction	SJ - EIE	September 30 October 11
• Severe Disabilities (Public and Private)	SJ - EIE	September 30 October 11
• Institutional Funding	SJ - SF	September 30 October 22
• Private Schools - Basic Instruction	SJ - EIE	September 30 October 11
• Private Schools Basic Instruction (Special Education Schools)	SJ - EIE	September 30 October 11
• ECS Mildly or Moderately Disabled	SJ - EIE	September 30 October 11
• ECS Program Unit Funding (Severely Disabled)	SJ - SF	September 30 October 22
• Transportation - Special Needs	SJ - SF	October 31 November 15
• Boarding	SJ - SF	October 31 November 15

* SJ - SF School Jurisdiction - School Finance
SJ - EIE School Jurisdiction - Educational Information Exchange

** First Date - Count; Second Date - Submission

B. PROCESSING OF FUNDING

Basic Instruction Funding

Basic instruction funding is based on:

- Student registration information for Grades 1-9 as of September 30 that is reported to the Educational Information Exchange (EIE) by October 11.
- Course completion information for students in Grades 10-12, including information on enrollment and course marks.
- Student information from the *Report on Funded Students Attending Designated Special Education Private Schools* for students who school jurisdictions direct or otherwise agree to have attend designated special education private schools.

Severe Disabilities Funding

- The Special Education Branch will monitor the counts of funded students with severe disabilities submitted by school jurisdictions and authorize funding for students who meet the criteria. All reported counts are subject to monitoring and auditing by Alberta Education staff.
- Students who are not registered in a school jurisdiction on September 30 and who qualify for Severe Disabilities Funding, may be claimed on a prorated basis for severe disabilities funding. The funding would be paid for the months remaining in the school year; i.e., if the student begins in November, the funding available would be 9/12 of $8,910. This would be claimed by completing the Basic Instruction, Add, Change, Delete Form and attaching a note indicating the student was not registered in an Alberta school authority on September 30.
- Prescreening of the number of students with severe disabilities submitted by each jurisdiction will be completed at the Special Education Branch using registration information for Grades 1-12 as of September 30, that has been submitted to the EIE by October 11. To facilitate the monitoring process, jurisdictions may be asked to submit a list of students with severe disabilities to the Special Education Branch before October 11.

Severe Disabilities Funding (cont'd)

- School jurisdictions should expect to be monitored or audited for funding purposes. School jurisdiction personnel will be notified as to the level of monitoring/auditing; e.g., on-site, questionnaire, etc., and the dates, times and any additional information required.

- Monitoring usually involves one or more of the following:
  - meeting with system coordinators to discuss students and supports in place
  - reviewing student record file documentation
  - obtaining additional information from other agencies, school staff or other appropriate personnel
  - visiting programs and meeting and/or observing students.

Severe Disability Eligibility: Guidelines

- Eligibility requirements include:
  - the student's disability must meet one of the definitions
  - an Individualized Program Plan (IPP) must be in place for the student
  - the system provides three or more of the following levels of support:
    i. frequent specialized one-on-one instruction/ intervention; e.g., teaching assistant time
    ii. specialized or adaptive equipment
    iii. assistance for basic care; e.g., toileting, grooming, catheterization
    iv. frequent documented monitoring of medical and/or behavior status
    v. direct therapeutic service at cost to the system; e.g., behavior specialists, orientation and mobility specialist.

- Prepare and maintain (for monitoring/auditing purposes) a list with valid information and documentation on students with severe disabilities to correspond with the count of funded students with severe disabilities in the following format:

School Jurisdiction
Schools in Alphabetical Order

Student Names (Alphabetically)	**Date of Birth** (Yr/Mon/Day)	**Disability Code** (Grouped by Code)
Alpha, Tom	89/05/24	45 (Deaf)

Severe Disabilities Funding (cont'd)

- See page 15 for definitions of students with special needs intended to assist school systems and private schools in determining eligibility of students for Alberta Education funding.

Institutional Funding

- Funding is provided to education authorities operating education programs in institutions.
- School authorities operating a program on-site within an Young Offenders Centre or in an institution, shall submit a summary of expenditures and revenues, including per pupil costs to the Special Education Branch by April 15 for the following year.
- Program funding will be calculated by multiplying the number of students served by a per student level of funding. The number of students served will be determined by Alberta Education and education authority, based on such factors as: the carrying capacity as determined by the institution, current enrollments, projected enrollments, averaged daily attendance and the maximum and minimum number of students enrolled over a year.
- The educational authority must provide financial information and the approved per student funding level on the form provided with the funding application, and send both to School Finance by October 22.
- Upon completion of the program, the education authority must submit a final statement of actual program costs.
- All claims submitted are verified as to eligibility of students, the nature of the students' needs, the programs provided and whether the cost of the programs are reasonable.
- Basic Instruction Funding for senior high school students is provided for students enrolled in the program on September 30 at a rate of 35 credits.

Regional Assessment Services

- The Special Education Branch negotiates contracts with three school jurisdictions to provide regional assessment and consultation services to students who are sensory impaired multi-handicapped who are 2 1/2 to less than 20 years of age on September 1 of the school year.

Regional Assessment Services (cont'd)

- They are:
  - Grande Prairie School District No. 2357 - Coordinated Assessment Services for the Exceptional (CASE)
  - Edmonton Public School District No. 7 - Edmonton Public Schools Consulting Services (EPSCS)
  - Calgary Board of Education - Regional Educational Assessment and Consultation (REACH).

- Educational services are provided to students with the following complex needs:
  a. Sensory impaired multi-handicapped
  b. Severe to profound communication disordered (aphasic)
  c. Severe to profound behavior disordered (autism).

Services offered by the regional teams are:

- Assessment: This process includes an individual evaluation of the student's specific ability, level of functioning and specific educational needs. A student who does not meet the criteria is ineligible for subsidized service although he or she may be eligible at a later date. Eligible students may receive ongoing assessment and consultation at the request of the local school jurisdiction.

- Consultation: To complement education recommendations made throughout the assessment process, specialists may confer with teachers, parents and other school personnel. Teachers and/or support staff may request assistance in developing specific educational programs or advice on educational issues concerning students with special needs.

- Inservice: A wide range of inservice and staff development activities are available to teachers, paraprofessionals, administrators, professional colleagues and parents. Given the varied experience and expertise of the consultants, workshops may be tailored to the specific needs of the group.

- The three school jurisdictions individually negotiate contracts with Alberta Education based on the unique needs of their service area. Consequently, specifics of the contracts and services vary slightly between jurisdictions. Annual reports, budgets and statements of expenditures and revenues are submitted each year.

- A rate of $25/hour will be charged for services provided to school jurisdictions.

Early Childhood Services - Basic Instruction

- Basic instruction is provided to ECS operators for each eligible child enrolled in an ECS program offered for:
  a. 400 hours
  b. at least 18 in-home visits to each child in an in-home program during the school year; or
  c. the equivalent in hours and visits

- The count will be taken as of the last operating day in the month in which the ECS program begins. The information must be submitted within three weeks of that day to the EIE.

Early Childhood Services - Mildly or Moderately Disabled

- Special needs funding may be paid to an ECS operator for each eligible child with a mild/moderate disability to a maximum of 10 per cent of the ECS operator's total ECS eligible enrollment. A child with a mild/moderate disability is eligible for a maximum of two years funding.

- Special needs funding will support appropriate interventions as determined and provided by the ECS operator.

- Funding is made on the basis of child registration information submitted to the EIE by October 11.

- An Individualized Program Plan and recent assessment documentation to support each child's designation and identification as a child with a mild/moderate disability must be kept on file by the ECS operator.

- When an assessment of a child with special needs is completed after the enrollment is submitted, and it results in an adjustment or redesignation of any child included in the count, the Basic Instruction, Add, Change, Delete Form must be completed and submitted to School Finance.

Early Childhood Services - Program Unit Funding (Severely Disabled)

- Funding is available to approved operators providing educational services for children with severe disabilities from the age of 2 1/2 to 6 years, as of September 1.

- A child receiving Program Unit Funding should not be included in the count for special needs funding for the mildly or moderately disabled.

- For further information, consult the *ECS Program Unit Funding: A Handbook for ECS Operators.*

Basic Instruction Funding for Private Schools

- Funding for basic instruction provides financial assistance to private schools to meet the learner expectations of students in basic instruction, specific programs and special education programs.
- Basic Instruction Funding is provided for each private school funded student. This funding has two rates: one for designated special education private schools and one for all other funded private schools.
- Funded students who school jurisdictions directed or otherwise agreed to have attend designated special education private schools will be claimed as funded students by the referring school jurisdiction. The funded private schools will not claim any funding on behalf of these students.
- Basic Instruction Funding is provided for each eligible student in Grades 1-9, counted on September 30.
- For full-time students with special needs who are 15 years of age or older on September 1 and classified as senior high students with special needs, funding is provided at the rate of 35 credits per student. No additional funding is provided for courses completed.
- The Basic Instruction Funding for private schools designated by Alberta Education as providing only special education programs recognizes the added costs of these programs, and the Basic Instruction Funding has been increased for these programs. The following private schools are designated as special education private schools:

Bosco Homes	Calgary Academy	Calgary Quest School
Edmonton Academy	Elves Memorial	Foothills Academy
Heritage School	Horizon School	Parkland School
Renfrew ECS		

Severe Disabilities Funding for Private Schools

- Funding is provided to private schools for students with severe disabilities who meet the criteria and who are provided programs in accordance with an Individualized Program Plan.
- Students directed by a school jurisdiction to a designated special education private school, or where there has been mutual agreement between school jurisdictions and parents to refer students to a designated special education private school, will be claimed as funded students by that school jurisdiction. The funded private schools will not claim any funding on behalf of these students.

Severe Disabilities Funding for Private Schools (cont'd)

- Students who are not registered in a school authority on September 30 and who qualify for severe disability funding, may be claimed on a prorated basis for severe disabilities funding. The funding would be paid for the months remaining in the school year; i.e., if the student begins in November, the funding available would be 9/12 of $8,910. This would be claimed by completing the Basic Instruction, Add, Change, Delete Form and attaching a note indicating the student was not registered in an Alberta school authority on September 30.

- Prescreening of the number of students with severe disabilities submitted by each jurisdiction will be completed at the Special Education Branch using registration information for Grades 1-12 as of September 30, that has been submitted to the EIE by October 11. To facilitate the monitoring process, jurisdictions may be asked to submit a list of students with severe disabilities to the Special Education Branch before October 11.

Resident Students of the Government in Private Schools

- Funding for resident students of the Government enables funded private schools to provide education programs that meet the needs of resident students of the Government.

- Placement of resident students of the Government in private school programs must be approved in advance by the Special Education Branch of Alberta Education. Where an agency or government department places a student in a private school program without prior approval, Alberta Education may pay all, part or none of the costs of the chosen educational placement.

- For each student claimed, funded private schools must attach to their funding application, a Resident Student Notification Form from Family and Social Services. In claiming for students in Therapeutic Foster Homes, funded private schools must verify that two or more students under therapeutic foster care reside in the home.

- A resident student of the Government must be less than 18 years on September 1 of the school year and meet the custody requirements. The student will continue to be a resident student of the Government for the remainder of the school year even if the student turns 18 years and no longer has status under Child Welfare.

IV. Definitions of Students With Special Needs

GIFTED AND TALENTED

MILD/MODERATE DISABLING CONDITIONS

Mild Mental Disability
Moderate Mental Disability
Emotional/Behavioral Disability
Learning Disability
Hearing Disability
Visual Disability
Communication Disability
Physical or Medical Disability
Multiple Disability

SEVERE DISABLING CONDITIONS

Severe Mental Disability
Severe Emotional/Behavioral Disability
Severe Multiple Disability
Severe Physical or Medical Disability
Deafness
Blindness
Severe Communication Disability (For ECS Only)

Early Childhood Services (ECS) - Grade 12 Special Education

The following definitions are provided to assist school jurisdictions, private schools and Early Childhood Services operators in determining appropriate coding for the Student Information System and eligibility for Alberta Education funding.

Gifted and Talented

The student who is gifted and talented is one who by virtue of outstanding ability is capable of exceptional performance. This is a student who requires differentiated provisions and/or programs beyond the regular school program to realize his or her contribution to self and society.

A student capable of exceptional performance is one who demonstrates achievement and/or potential ability in one of several areas:

General Intellectual Ability
The student possessing general intellectual ability is consistently superior to the other students in the school, to the extent that the student needs and can profit from specially planned educational services beyond those normally provided by the regular school program. Usually, this is the student who has a large storehouse of information about a wide variety of topics. The ability to abstract, generalize and utilize high level thinking skills is common in this type of student.

Specific Academic Aptitude
The student possessing a specific academic aptitude is the student who in a specific subject area, is consistently superior to the aptitudes of the other students in the school to the extent that the student needs and can profit from specially planned educational services beyond those normally provided by the regular school program. Generally, this is the student who has an inordinate strength in a specific area, such as mathematical reasoning.

Creative or Productive Thinking
The student who thinks creatively or productively is one who consistently engages in divergent thinking that results in unconventional responses to conventional tasks, to the extent that the student needs and can profit from specially planned educational services beyond those normally provided by the regular school program. Generally, this is the student who is unwilling to accept authoritarian pronouncements without critical examination.

Gifted and Talented (cont'd)

Leadership Ability
The student possessing leadership ability is one who not only assumes leadership roles, but also is accepted by others as a leader, to the extent that the student needs and can profit from specially planned educational services beyond those normally provided by the regular school program. Generally, this is the student who can be counted upon to carry out responsibilities and adapts readily to new situations.

Visual and Performing Arts
The student possessing visual and performing arts ability is one who consistently creates outstanding aesthetic productions in graphic areas, sculpture, music, drama or dance, to the extent that this student needs and can profit from specially planned educational services beyond those normally provided by the regular school program.

Psychomotor Ability
The student possessing psychomotor ability is one who consistently displays mechanical skills or athletic ability so superior to that of other students in the school that the student needs and can profit from specially planned educational services beyond those normally provided by the regular school program. Generally, this is the student with good control of body movement and excellent eye-hand coordination.

Mild/Moderate Disabling Conditions

Mild Mental Disability

The student with a mild mental disability is usually delayed in most academic subjects and social behaviors as compared to his or her same-age peers.

Any student designated as having a mild mental disability should have an intelligence quotient (IQ) in the range of 50 to 75 ± 5 as measured on an individual intelligence test, have an adaptive behavior score equivalent to the mildly delayed level on an adaptive behavior scale; e.g., American Association on Mental Deficiency Adaptive Behavior Scale, Progress Assessment Chart, Vineland, and exhibit developmental delays in social behaviors. *This category was previously known as educable mental disability.*

Moderate Mental Disability

The student with a moderate mental disability requires significant modification to basic curriculum, but is able to profit from instruction in living/vocational skills and may acquire functional literacy and numeracy skills.

Any student who is designated as having a moderate mental disability should have an intelligence quotient (IQ) in the range of approximately 30 to 50 ± 5 as measured on an individual intelligence test and have an adaptive behavior score equivalent to the moderately delayed level on an adaptive behavior scale; e.g., American Association on Mental Deficiency Adaptive Behavior Scale, Progress Assessment Chart, Vineland. *This category was previously known as trainable mental disability.*

Emotional/ Behavioral Disability

The student with a mild to moderate emotional/behavior disability exhibits chronic and pervasive behaviors that are so maladaptive that they interfere with the learning and safety of the student and other students.

Typically, behavior disabilities are characterized by a number of observable maladaptive behaviors:

a. an inability to establish or maintain satisfactory relationships with peers or adults
b. a general mood of unhappiness or depression
c. inappropriate behavior or feelings under ordinary conditions
d. continued difficulty in coping with the learning situation in spite of remedial intervention
e. physical symptoms or fears associated with personal or school problems
f. difficulties in accepting the realities of personal responsibility and accountability
g. physical violence toward other persons and/or physical destructiveness toward the environment.

Learning Disability

The student with a learning disability usually has average or above average intelligence but has specific learning disabilities which interfere with normal academic learning.

Learning disabilities* is a generic term that refers to a heterogeneous group of disorders due to identifiable or inferred central nervous system dysfunction. Such disorders may be manifested by delays in early development and/or difficulties in any of the following areas: attention, memory, reasoning, coordination, communicating, reading, writing, spelling, calculation, social competence and emotional maturation.

* This is the official definition adopted by the Learning Disabilities Association of Canada (LDAC) on October 18, 1981. Reprinted with permission.

Learning Disability (cont'd)

Learning disabilities are intrinsic to the individual, and may affect learning and behaviour in any individual, including those with potentially average, or above average intelligence.

Learning disabilities are not due primarily to visual, hearing or motor handicaps; to mental retardation, emotional disturbance, or environmental disadvantage; although they may occur concurrently with any of these.

Learning disabilities may arise from genetic variations, biochemical factors, events in the pre- to perinatal period, or any other subsequent events resulting in neurological impairment.

Hearing Disability

The student with a mild to moderate hearing disability is one whose hearing condition affects speech and language development and interferes with the ability to learn. A student with a mild to moderate hearing disability will have an average hearing loss of 40 decibels or more unaided over the normal range of speech. *This category was previously known as hearing impairment: hard of hearing.*

Visual Disability

The student with a mild to moderate visual disability is one whose vision is so limited that it interferes with the student's ability to learn or the student requires modification of the learning environment to be able to learn. A student who is designated as having limited vision should have a visual acuity of less than 20/70 (6/21 metric) in the better eye after correction. *This category was previously known as visual impairments: low vision.*

Communication Disability

The student with a communication disability has significant difficulty in communicating with peers and adults because of a disability in expressive and/or receptive language, and/or disabilities in speech including articulation, voice and fluency. *This category was previously known as speech and language impairment.*

Physical or Medical Disability

The student with a mild to moderate physical or medical disability is one whose physical, neurological or medical condition interferes with the ability to learn, or who requires modification of the learning environment to be able to learn. The existence of a physical disability or medical condition, in and of itself, is not sufficient for the student to be designated in this category; the condition must impact upon the student's schooling. *New category.*

Multiple Disability

The student with a multiple disability has two or more non-associated mild to moderate disabilities which have a significant impact upon the his or her ability to learn. Some disabling conditions are closely associated so would not be designated under this category. For example, students with hearing disabilities frequently have communication disabilities, and students with mental disabilities almost always have both academic and communication disabilities. *New category.*

Severe Disabling Conditions

Severe Mental Disability

The student with a severe mental disability has severe delays in all or most areas of development. A student in this category frequently has other disabilities including physical, sensory, medical and behavioral. This student requires constant assistance and/or supervision in all areas of functioning including daily living skills, and may require assistive technology.

Any student who is designated as having a severe mental disability should have an intelligence quotient (IQ) in the range of approximately 30 ± 5 or less as measured on an individual intelligence test and have an adaptive behavior score equivalent to the severe to profound level on an adaptive behavior scale; e.g., American Association on Mental Deficiency Adaptive Behavior Scale, Progress Assessment Chart, Vineland. *This category was previously known severe dependent mental disability.*

Note: For an ECS child this may mean little if any functional adaptive behavior and/or an inability to initiate meaningful play.

Severe Emotional/ Behavioral Disability

The student with a severe emotional/behavioral disability displays chronic, extreme and pervasive behaviors which require close and constant adult supervision, and other intensive support services in a highly structured environment in order to function in an educational setting. The behaviors significantly interfere with both the learning and safety of the student and other students. A clinical diagnosis by a chartered psychologist or psychiatrist is required, in addition to extensive documentation of the nature, frequency and severity of the disorder by school authorities. The effects of the disability on the student's functioning in an educational setting should be described. An ongoing treatment plan should be available and efforts should be made to ensure that the student has access to appropriate mental health and therapeutic services.

Severe Emotional/ Behavioral Disability (cont'd)

Students with the following characteristics usually qualify in this category:

- dangerously aggressive, destructive, violent and impulsive behaviors, including severe conduct disorders
- autism or other severe pervasive developmental disorders
- self-stimulation, self-abuse, perseveration, echolalia and/or aphasic behavior
- psychosis including schizophrenia, manic depression or obsessive compulsive disorders.

Note: A clinical diagnosis of a behavior disability is required but not sufficient to qualify under this category. Some diagnoses are not of sufficient severity to qualify including: attention-deficit/ hyperactive disorder (ADHD), attention deficit disorder (ADD), fetal alcohol syndrome (FAS), fetal alcohol effect (FAE) and oppositional defiant disorder (except for the most extreme and pervasive instances).

Severe Multiple Disability

The student with a severe multiple disability has two or more non-associated moderate to severe disabling conditions, the effects of which result in extensive modifications to the learning environment and/or an increased degree of dependency; e.g., blind and behavior disability. A student with a severe mental disability and another associated disability is not designated under this category, but is designated under severe mental disability.

Severe Physical or Medical Disability

The student with a physical or medical disability is one whose physical, medical or neurological disability is so severe that he or she requires extensive personal assistance and modifications to the learning environment in order to benefit from schooling. A student with a severe mental disability and physical or medical disability is not designated under this category, but is designated under severe mental disability.

A medical diagnosis of a physical, medical or neurological disability is required but not sufficient to qualify under this category. Some physical or medical disabilities have little or no impact upon the student's ability to function in the school environment. *This category was previously known as severe physical disability.*

Deafness	This is the student with a severe to profound hearing loss which interferes with the use of oral language as the primary form of communication. A student who is designated as having a severe to profound hearing disability has an average hearing loss of at least 70 decibels or more unaided in the better ear over the normal range of speech.
Blindness	The student with a severe visual disability is one whose corrected vision is so limited that it is inadequate for most or all instructional situations, and information must be presented through other means. For designation under this category, students would be eligible for registration with CNIB. Visual acuity is 20/200 (6/60 metric) or less in the better eye with correction, or a field of vision limited to an angle of 15 degrees or less in both eyes. *This category was previously known as blindness (legal).*
Severe Communication Disability - For ECS children only	The child with a severe communication disability has severe difficulty in communicating with peers and adults because of a severe disability in expressive and/or receptive language. This may include little, if any, expressive or receptive communication skills; i.e., less than or equal to the first percentile. *New category.*

V. EIE Coding Instructions For Special Education Funding

Grade	Funding	Funding Program Code	Exceptional Student Code
ECS	Mild/Moderate Disabilities	100 500	30
ECS - Grade 12	Severe Disabilities and Program Unit Funding		
	Mental Disability	100 500	41
	Emotional/Behavioral Disability	100 500	42
	Multiple Disability	100 500	43
	Physical or Medical Disability	100 500	44
	Deafness	100 500	45
	Blindness	100 500	46
	Severe Communication Disability - For ECS Only	100 500	47

NOTE: When the Funding Program Code of 500 is applied, at least one Exceptional Student Code is required. An Exceptional Student Code does not necessarily require a Funding Program Code of 500.

VI. Funding Rate Schedule: 1996-97 School Year

1996-97	
SCHOOL JURISDICTIONS - GRADES 1-12	
INSTRUCTION BLOCK	
Basic Instruction	**Rate**
Basic Instruction	$3,686 per FTE student
Severe Disabilities	$8,910 per student
English as a Second Language	$644 per student
Enhanced Opportunities	per approved project
Native Education	per approved project
Institutional Support	per approved contract
Regional Assessment Services	per approved contract
Sparsity	$500
Distance	40 cents/kilometre
Home Education	$990 per student plus 50% of the cost of ADLC courses to a max of $990 for Grades 7-12
Learning Resources Credit	$9.30 per enrolled student
Regional Consortium (Establish and maintenance)	$150,000 per consortium
Regional Consortium (programs)	$2.00 per funded student
Technology Integration	$40.00 per funded student
Emergent	as approved by the Minister
Emergent (Transition)	Loss of more than 8% in operating fund in 1996-97 over 1995-96
SUPPORT BLOCK	
Plant Operations and Maintenance	$413 per FTE student and $10.35 per square metre
Board Governance/ Administration	Percentage of the Instruction Block and Plant Operations and Maintenance and Student Transportation allocation: • 6% if fewer than 2,000 students • 4% if more than 6,000 students • between 6% and 4% on a sliding scale if between 2,000 and 6,000 students
Boarding	$2,500 per funded student

1996-97	
SUPPORT BLOCK (cont'd)	
Urban Transportation	$345 per eligible passenger
Urban Transportation Block	$345 per expected eligible regular passenger $1,710 per expected special passenger
Rural Transportation (not to exceed 1995-96 allocation unless approved by Alberta Education)	up to $12,273 annual bus support and $.77 per km based on capacity best weighted load
Route Distance Allowance for Special Vehicles	$.40 per km from the first km
Parent Provided (where it is not feasible to use regular busing in rural areas)	up to $.17 per km
Special (for students with disabilities)	$1,710 per funded student
Weekend	$2,782 per funded student
CAPITAL BLOCK	
School Capital Projects	As approved by the School Buildings Board
Debt Retirement	Full funding for debt owing on school building projects supported by Alberta Education
Temporary Leasing of School Facilities	As approved by the School Buildings Board
PRIVATE SCHOOLS	**Rate**
Basic Instruction	$1,815 per funded student
Basic Instruction (Special Education Schools)	$2,493 per funded student
Severe Disabilities	$8,910 per funded eligible student
Learning Resources Credit	$9.30 per student

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VI. Funding Rate Schedule: 1996-97 School Year

1996-97	
PRIVATE SCHOOLS (cont'd)	**Rate**
Home Education	$990 plus 50% of the cost of
Elementary	ADLC courses to a maximum
Junior High	$990 for students in
Senior High	Grades 7-12
Resident Students of the Government	Actual program costs as agreed to by the province
EARLY CHILDHOOD SERVICES	**Rate**
Basic ECS Program	$1,182 per child
Mildly or Moderately Disabled	$1,360 per child
Program Unit Funding (Severely Disabled)	
Number of Children in a Unit	Maximum
1	$19,000 per unit
2	$22,800 per unit
3	$26,600 per unit
4	$30,410 per unit
5	$34,200 per unit
6	$37,970 per unit
7 or more	$37,970 per unit + $6,330 for each additional child
Program Enhancement Projects	$165 per child for 15% of eligible enrollment. $20,000 maximum per project.

1996-97	
Transportation	
Special Needs	$8.65 round trip
Regular	• Private operators who do not have a contract with a school jurisdiction and make their own transportation arrangements will be funded at $345 per eligible transported ECS child. • Urban school jurisdictions outside of Calgary and Edmonton that are transporting ECS children will be funded at $345 per eligible transported ECS child. • Rural school jurisdictions that are transporting ECS children count each eligible ECS child as a 1.0 weighted passenger under the rural transportation formula. • School jurisdictions in the cities of Calgary and Edmonton that are transporting ECS children include ECS enrollments in the urban Transportation Block funding formula.